

Nevada Alternate Assessment

Nevada Academic Content Standard
Connectors for English Language Arts
Grade 3

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Nevada Academic Content Connectors

The Nevada Academic Content Connectors (NACC) for English Language Arts (ELA) represents the academic skills upon which students to be instructed. The NACCs for ELA are linked to the Nevada Academic Content Standards and represent the key academic knowledge, skills and abilities of the ELA content at each grade level. The NVAC Connectors, for ELA, were modeled after the Smarter Balanced claims and target for Reading (literary and informational text) and Writing and represent the enduring understanding of the content standards for ELA at a given grade level.

Example: Reading Grade 3

The Nevada Alternate Assessment was developed to allow students an opportunity to fully demonstrate their knowledge in each content area. This ability to demonstrate knowledge of core content and skills is critical as educators seek to provide access to the general education curriculum while fostering higher expectations for students with significant cognitive disabilities.

Target: Key Ideas and Details *(ELA Targets for Reading)*

Nevada Academic Content Standards (NVACS)	NVAC Connectors
<p><i>ELA Content Standard</i> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> Ask and answer who, what, where, and when questions to demonstrate understanding of a text. <i>(Connector to the content standard)</i>
<p><i>ELA Content Standard</i> RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of an informational text. <i>(Connector to the content standard)</i>

NAA ELA NVAC Connectors Grade 3

Claim 1: Reading

Target: Key Ideas and Details

Nevada Academic Content Standards (NVACS)	NVAC Connectors
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> Ask and answer who, what, where, and when questions to demonstrate understanding of a literary text.
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of an informational text.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none"> Recount key details in stories including fables, folktales, and myths. Determine the central message, lesson, using details from a literary text.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> Recount key details in an informational text. Determine the main idea of an information text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> Identify characters in a story. Describe characters in a story (e.g., their traits or feelings). Identify a character's actions in a story. Explain how a character's traits and/or actions contribute to the sequence of events.
RI.3.3 Describe the relationship between a series	<ul style="list-style-type: none"> Describe the relationship between a series of events, ideas, or steps in an informational text, using language

Nevada Academic Content Standards (NVACS)	NVAC Connectors
of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	that pertains to time, sequence, and/or cause/effect.

Target: Craft and Structure

Nevada Academic Content Standards (NVACS)	NVAC Connectors
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (double-coded to L4)	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a grade appropriate literary text.
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (double-coded to L4)	<ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in an informational text.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> Identify and use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> Identify the narrator and/or character Identify a narrator's or character's point of view using the literary text.
RI.3.6 Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> Identify an author's point of view in an informational text.

Target: Integration of Knowledge and Ideas

Nevada Academic Content Standards (NVACS)	NVAC Connectors
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a grade appropriate literary text.
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words and phrases in an informational text.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> • Identify the most important points and details presented in two informational texts on the same topic. • Compare and/or contrast the most important points and details presented in two informational texts on the same topic.

Claim 2: Writing

Target: Text Types and Purposes

Nevada Academic Content Standards (NVACS)	NVAC Connectors
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<ul style="list-style-type: none"> • State an opinion based on a topic or text. • Support the opinion with a reason.
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.b Develop the topic with facts, definitions, and details.</p> <p>W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2.d Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • Write informative/ explanatory texts to examine a topic and convey ideas. • Supply some facts about the topic to develop points. • Use linking words (e.g., because, and, also) to connect facts to the points being made. • Provide a sense of closure.
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events with details to describe thoughts and/or feelings.

Target: Production and Distribution

Nevada Academic Content Standards (NVACS)	NVAC Connectors
<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in W.3.1 and W.3.3)</p>	<ul style="list-style-type: none"> • With guidance and support from adults, develop and organize writing for an appropriate task and purpose. • With guidance and support from adults, organize writing for an appropriate task and purpose.
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p>	<ul style="list-style-type: none"> • With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing. Editing for conventions should demonstrate command of the use of: <ul style="list-style-type: none"> • complete sentences; • singular and plural nouns with matching verbs; • past, present, and future verbs; • commonly occurring basic adjectives (size, color, shape); • basic personal pronouns (<i>I, me, my</i>); • basic capitalization and punctuation; • the correct spelling of essential words.

Target: Language Skills

Nevada Academic Content Standards (NVACS)	NVAC Connectors
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • Use singular and plural nouns with matching verbs in simple sentences in speaking and writing. • Expand complete sentences (with details such as where, when, how) in independent and shared language activities in speaking and writing. • Use verbs to convey a sense of past, present, and future in speaking and writing. • Use commonly occurring basic adjectives (size, color, shape) in speaking and writing. • Use basic personal pronouns (<i>I, me, my</i>) in speaking and writing.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • With guidance and support from adults, identify and/or name end punctuation. • With guidance and support from adults, spell essential words (first and last name). • With guidance and support from adults, use basic capitalization (beginning of sentence, names, pronoun I).

Claim 3: Listening

Nevada Academic Content Standards (NVACS)	NVAC Connectors
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> • Identify the main idea and supporting details of a text read aloud.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<ul style="list-style-type: none"> • Ask questions about information presented verbally from a speaker.

Claim 4 Research

Nevada Academic Content Standards (NVACS)	NVAC Connectors
W.3.7 Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> Analyze 2 pieces of information on a topic and write a summative statement.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<ul style="list-style-type: none"> With guidance and support from adults, recall information from experiences or gather information from print and digital sources.